

CMA 265/EDU 265
Technology In Education
Long Island University at Riverhead
Course Description and Requirements: Fall 2011
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Office Hours: Before class (call or email for an appointment)

Bulletin Description: CMA 265/EDU 265 - Technology in Education (T, Th 11:30 am - 12:55 pm)

The impact of computer technology on the instructional learning process is important for today's educators to acknowledge. This course is designed to familiarize the student with the necessary skill base required to meet the demands of effective integration of technology into daily instructional programs. The student will become aware of the technology benchmarks today's educators to draw upon in order to facilitate the learning process and address the needs of a society in which innovation doubles rapidly. Students will come away from this course with a newly found confidence in the use of technology and growing appreciation for the increased dimension technology can bring to the learning process.

Text Book:

Required: Web 2.0 how to for educators, Gwen Solomon, Lynne Schrum, International Society for Technology In Education

Modifications of course policies are at the discretion of the professor. Please expect that this will happen.

Course Objectives and Outcomes Assessment: Students will:

Hands On: Students will create on their computer presentations that:

- Demonstrate their ability to create a PowerPoint Presentation with movement and transitions
- Demonstrate their ability to create a lesson using SMART Technology's Notebook software
- Demonstrate their ability to create a webquest
- Demonstrate their ability to create a wiki
- Demonstrate their ability to use videos and photos in presentations

Cognitive: Students will gain knowledge and demonstrate a command of such by writing short reflective essays that:

- Discuss educational software and/or hardware for the elementary classroom
- Evaluate of educational resources
- Explore resources for educators and students
- Discuss educational funding for technology in the elementary classroom
- Demonstrate a knowledge base of important trends in the field of technology in education
- State ways teachers can incorporate technology to assist with student achievement.
- Develop their role as effective partners in creating, integrating, implementing and evaluating education and technology literacy skills with the school curriculum (Webquest)
- Demonstrate knowledge of methods for integrating NYS Learning Standards and national information literacy standards into the school curriculum (Webquest)
- Demonstrate knowledge of ISTE technology standards (ISTE)

Tasks and Percentage of Grade

Powerpoint project	10 %
Wiki project	10 %
Smartboard project	10 %
Webquest project	10 %
Usage of video / photos	
in presentations	10 %
Weekly reflections	15 %
Final project	25 %
Class participation, attendance, professionalism	10 %

Assignments Overview:

Note: Assignments may be re-done if the grade is B+ or below.

1- You will read one text book and write a short weekly commentary (250 words) on each chapter. You will write and post a commentary to a website that we will be making as a group.

2- You will create small presentations that demonstrate your ability to use Powerpoint, the Smartboard, a Wiki site, a Webquest and photos and video in presentations.

3- You will create a presentation to individually investigate and explore a particular area of interest that you have. This presentation will have to reflect skills in production and an awareness in state and or CORE standards in content and technology.

Assignments are an application of text and handout readings to determine the level of your understanding of important concepts. Your attendance at EACH class session, and active participation is VERY important. Thus, missing class or "lecture notes" and messages in Blackboard will adversely impact your grade as indicated below.

Please contact me either by email or phone in the event of absences or problems. Contact a "buddy" for missing notes and assignment explanations, if you need to miss a face to face class.

Specific Assignments (see details and due dates on attached sheet)

Assignment 1. Submit weekly written reflections on text book. One chapter and one reflection per week.

Assignment 2. Create a Powerpoint presentation

Assignment 3. Create a Smartboard

Assignment 4. Create a Wiki - Using Methodology Jigsaw.

Assignment 5. Create a Webquest

Assignment 6. Individual Presentation using Powerpoint, or Smartboard / Notebook, or, Webquest, or Website

Assessment of Assignments:

Each assignment will be assessed using the following criteria:

A. Content:

1. Facts and/or opinions grounded in readings and/or reality of personal observation
2. Accuracy of facts or reasonableness of opinions

B. Presentation:

1. Followed assignment directions
2. Evidence of the creative thinking and/or thoughtfulness of the product submitted
3. Correct grammar and spelling.

Learning Partners

You will negotiate a learning partner during the first week of class, this person will be your link to class in case you missed a session. Your learning partner will be responsible for getting any handouts, and informing you on what was covered during the class you missed.

Assignments are an application of text and handout readings to determine the level of your understanding of important concepts. Your attendance at EACH class session, and active participation is VERY important. Thus, missing class or "lecture notes" and messages in Blackboard will adversely impact your grade as indicated below.

Please contact me either by email or phone in the event of absences or problems. Contact a "buddy" for missing notes and assignment explanations, if you need to miss a face to face class.

Things to Keep in Mind for Assignments

Theoretical Frameworks of Information Processing and Cognitive Development
(Today's Educational Environment)

- Constructivism
- Metacognition

- Critical thinking skills (Bloom)
- Piaget's Theory of Cognitive Development
- Vygotsky's "Zone of Proximal Development"
- Individual differences of students
- Cooperative learning
(<http://edtech.kennesaw.edu/intech/cooperativelearning.htm>)
- Differentiated instruction (www.cast.org/publications/ncac/ncac_diffinstruc.html)
- Inclusion (<http://techinclusion.tripod.com>)
- Multiple intelligences
(www.tecweb.org/styles/gardner.html (easy) or
www.lth3.k12.il.us/rhampton/mi/mi.html)
- Problem based learning (www.studygs.net/pbl.htm)
- NETS standards (online)
- Common Core Standards (online)

Some helpful / important documents for assignments are below, more will be posted on the web:

"Framework for 21st Century Learning." Partnership for 21st Century Skills.
http://www.p21.org/documents/P21_Framework.pdf

"Mile Guide for 21st Century Skills." Partnership for 21st Century Skills.
http://www.p21.org/documents/MILE_Guide_091101.pdf

International Society of Technology Educators (ISTE).
<http://www.iste.org/standards.aspx>

Kuhlthau, Carol, et al. Guided Inquiry: Learning in the 21st Century. Libraries Unlimited, 2007.

Tentative Class Schedule and Assignment Due Dates:
(see details on attached sheet)

Attendance - See LIU Policy Statements Below.
Class attendance, participation and professionalism are factored into your grade.

Academic honesty - See LIU Policy Statements Below.
Academic honesty is expected of all students; plagiarism will result in failure of the assignment and possibly the course. In addition, a student who plagiarizes will be put on academic probation.

Attendance - See LIU Policy Statements Below.
You are expected to attend and participate in class so please plan accordingly. If you do have to miss class, let me know via e-mail at least 24 hours in advance so I can plan accordingly.

Additional Information

Guidelines for Obtaining an "A" for the course:

- (1) contribute to the establishment of a caring intellectual community;
- (2) read all assigned materials;
- (3) come to class prepared to participate in all discussions;
- (4) complete all assignments in a timely and scholarly manner;
- (5) demonstrate that you are making connections between the readings, the discussion and the development of your own personal theoretical and conceptual frameworks; and
- (6) complete all revised or supplemental reading, writings or research assignments that the instructor feels need further attention or consideration.

A Superior work. Demonstrates initiative and original thinking; shows exceptionally fine comprehension of subject; demonstrates ability to integrate and synthesize course material

A- Excellent work. Displays critical thinking (evaluates and analyzes); shows very good comprehension and

ability to articulate course material.

B+ Above average work. Demonstrates good comprehension and ability to make application of principles; displays independent resourcefulness in completing assignments.

B Average. Acceptable work but does not demonstrate in-depth ability to apply principles or articulate course content

R Re-do. Misunderstanding of assignment, basic points missing, incomplete

Email

This course requires that you have an active LIU email account. You will be required to check your email for notices from me, as well as send and receive educationally related materials to one another.

The below information is provided to LIU professors from LIU administration. Our class will abide by these policies.

Final Grades and Course Policies:

Grading Basis:

A Excellent 4.00 quality points per credit hour

A- 3.67

B+ Very good 3.33

B Good 3.00

B- 2.67

C+ Above Ave 2.33

C Average 2.00

C- 1.67 (undergraduate only)

D 1.33 (undergraduate only)

F Failure 0.00

Each student will earn an "A" for the course providing that you: (1) contribute to the establishment of a caring intellectual community; (2) read all assigned materials; (3) come to class prepared to participate in all discussions; (4) complete all assignments in a timely and scholarly manner; (5) demonstrate that you are making connections between the readings, the discussion and the development of your own personal theoretical and conceptual frameworks; and (6) complete all revised or supplemental reading, writings or research assignments that the instructor feels need further attention or consideration.

Students who miss two classes may automatically have their grades reduced to "B." Students who notify the professor in a timely manner regarding an absence may be provided with the opportunity to undertake extra assignments to make up for one or two missed classes.

Students who miss three classes will automatically receive a "C" grade. Extra assignments might be undertaken for the grade to be raised to a "B." No student who misses three classes will receive an "A."

Students who miss four classes will be given the opportunity to withdraw or receive an "F."

Outside of exceptional circumstances, students must complete all assignments within the set time frame or their grade will be reduced.

A grade of INC (Incomplete) is assigned only at the discretion of the professor and indicates that some of the course requirements have not been completed. A new course completion date must be established with the professor prior to the assignment of this grade.

Modifications of course policies are at the discretion of the professor.

Policies regarding attendance, participation, and assignments:

You are expected to attend and participate in all classes. Please plan accordingly. If a student must miss a class, it is their responsibility to make their own arrangements with a classmate to receive any missed handouts, etc. from

that class.

Assignments are expected on the scheduled due dates. Students must contact the professor prior to class (or due date) to explain difficulties they may be having or to request more time.

The syllabus is a plan that is subject to change based upon the needs of the class as determined by the professor. Please bring your syllabus to each class meeting.

In cases of emergency closing, all pending assignments will be due the following week. If such closing is the final meeting of the semester, assignments must be sent to me via email, or as a physical copy (to arrive at least one day prior to the official LIU grade submission deadline for faculty) at the Riverhead Education Office, Long Island University at Riverhead; Att: Richard Law; 121 Speonk-Riverhead Rd., LIU Bld.; Riverhead, NY 11901-3499.

Weather Closing Number: 631-287-8222 or: www.southampton.liu.edu, www.news12.com, www.weatherclosings.com.

In the event of an emergency, family members will be able to reach you on campus by contacting public safety (631-548-2500). Please provide your family with your class schedule with room numbers so that the public safety officer can quickly find you.

Statement of Professionalism:

Since LIU is providing students with professional preparation, it is important that students realize the expectations on the part of the faculty regarding professionalism displayed by students. Therefore, it is critical that students understand the behaviors associated with professionalism.

Professionalism is demonstrated when students: (a) attend all classes on time, (b) attend all content lectures, (c) properly prepared for class discussions, (d) submit all assignments on due dates, and (e) establish positive interactions with the instructor and with other classmates.

Statement on Cheating and Plagiarism:

Cheating is the use or attempted use on a quiz, test, or other formal examination of sources of information not specifically permitted by the instructor, or the assistance of another student in such unauthorized use of information.

Plagiarism is "passing off" the work of others as if it is our own. Whether we directly quote a source or paraphrase it, the source must be properly referenced. This includes a textual reference and a listing in the references section at the end of a paper consistent with APA style guidelines. Additionally, plagiarism includes the wholesale lifting of large quotes, without proper reference, as well as paraphrasing too closely the actual words of the original author.

Plagiarism is also the copying of another student's work; after all, this is not your work. Even though students feel it is easy to mask this type of plagiarism, this is not usually so. Plagiarism is a serious offense. In the publishing field, it is the source of many lawsuits. In the classroom context, it is considered a form of cheating. If it can be established that a paper contains plagiarism, it will be returned with no credit given. More serious penalties may occur, depending on the degree of plagiarism, up to and including failure in the paper, failure in the course, or dismissal from the college.

We will discuss the proper methods of citing published material. You must use APA format for citations and references. This format can be also found in the Publication Manual of the American Psychological Association, as well as on-line. You are responsible for using this format in all written work that requires citations, whether the material is quoted directly or paraphrased.

You can also use your textbooks as a guideline. Most of the articles you will be reading this semester will most probably be in APA format - the format you must use in your written work. A guideline for a novice researcher is that the average page of typed text (c. 250 words) should have at least 2-3 citations per paragraph or c. 10-15 citations per page. This requirement may be amended based on the guidelines for a specific assignment.

Cutting and pasting from the Internet is strictly prohibited. Sadly, it is a common and the worst form of plagiarism.

Computer, cell phone, and other technology use during class meetings:

While the faculty of LIU at Riverhead appreciates and promotes the use of technology during class sessions to facilitate student learning, it is imperative that any such technology use be directly related to the course content, as well as being consistent with the preceding policies and statements regarding participation, professionalism,

confidentiality, cheating and plagiarism.

Using any technology to access social networks or to participate in activities unrelated to the course content during class meetings is unacceptable behavior that will be subject to grade reduction or other disciplinary action consistent with University policies.

Cell phones must be turned off or set not to "ring" during class. If you receive a silent signal for an incoming call and wish to respond, you will be expected to leave the classroom and not return.